DOCUMENT RESUME

ED 093 541 RC 008 001

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|---|---|
| AUTHOR | Clark, Lionel |
| TITLE | A Structural Guide for Appalachian History and Culture in American History. |
| INSTITUTION | Berea Coll., Ky. |
| PUB DATE | [73] |
| NOTE | 17p.; Best copy available |
| AVAILABLE FROM | Berea College Appalachian Center, College Box 2336, Berea, Kentucky 40403 ($1.50 plus $0.25 handling and shipping) |
| EDRS PRICE | MF-$0.75 HC-$1.50 PLUS POSTAGE |
| DESCRIPTORS | *American History; Community Involvement; Continuous Learning; *Course Descriptions; *Cultural Background; Curriculum Development; Grade 11; *History Instruction; Modern History; *Rural Areas; Self Concept; Student Attitudes |
| IDENTIFIERS | *Appalachia |

ABSTRACT

The document discusses making Appalachian history, especially north Georgia, an integral part of American history in grade 11. Course objectives are to: (1) present current historical and cultural facts on Appalachia; (2) encourage students to explore and examine their cultural background; (3) understand the causative and sequential relationships between the past and present; (4) try to develop concern for the dignity, welfare, rights, and freedom of all individuals; (5) instill in each individual his worth to the community, state, and nation; and (6) put Appalachian culture on an equal footing with other American cultures. The document also explains attitudes to be acquired by the students; skills to be learned; content guide; problems to be solved; resource persons; individual projects, excursions or field trips; audiovisual aids; procedures for bringing in outside resources and taking students through the community; and evaluation procedures. The chronologically designed American history course outline is loosely constructed to allow insertion of materials developed through continuing research on Appalachia. A bibliography includes publications on the history of the area, literature, cultural background, folklore, and journal articles. (KM)

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# A STRUCTURAL GUIDE FOR APPALACHIAN HISTORY AND CULTURE IN AMERICAN HISTORY

by

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[1973]

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# A STRUCTURAL GUIDE

for

# APPALACHIAN HISTORY AND CULTURE

in

# AMERICAN HISTORY

submitted by

Lionel Clark

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I. TITLE OF TOPIC:
Appalachian culture as an integral part of American History for grade 11. Special emphasis will be placed on North Georgia.

II. INTRODUCTION:
A definition and explanation of the geographic location, cultural traits, historical background, and a brief summary of the contributions of the Appalachian Region. Also, how the culture permeates the course of history from Colonial history to the present.

A. Method Of Introduction:
1. Dr. Cratis Williams' lecture on "speech patterns."
2. Mrs. Kay Sewell sing some ballads that are indigenous of the mountains.

B. Initiationary Activities.
1. Mr. Tom Quinton bring some of his collections from the mountains and give a talk on the uses of these items. Also a brief summary of their historical background.

C. Clarification of the topic:
1. A lecture and class discussion of Appalachia, not as a separate isolated spot in America but as a legitimate entity and essential part of a complex structure of the American democratic process.
2. Bring about a consciousness of the aesthetic values of Appalachia.
a. List of authors. (Fiction* Non-Fiction-- See Bibliography)
b. Poetry of Jim Wayne Miller.
c. General view of the work of Berea College.

III. OBJECTIVES:
A. To present current, historical, and cultural facts on Appalachia as a part of the American heritage.

B. Encourage students to explore and examine himself and his cultural background and appreciate the contributions that his group has made and are making to society.

C. Understand the causative and sequential relationships between the past and the present.

D. Try and develop concern for the dignity, welfare, rights, and freedom of all individuals.

E. To instill in each individual his worth to the community, state and nation, by furnishing the individual with tools and instruments for a functional role in society.

F. Bring Appalachian culture on a plain and equal footing with other cultures of America, thus

letting the student become aware of America as a pluralistic society made up of many regional cultures with the realization that all cultures have a valid and useful place in society.

IV. ATTITUDES TO BE ACQUIRED BY THE STUDENTS:

A. That a student has no reason to be ashamed of his ancestry, that even the finest of heros has some misfortunes and ascomycite on his record.

B. That each individual is better than nobody and as good as anybody.

C. To view others with empathy and not disdain.

D. To be able to disagree without being disagreeable.

E. To think in a positive and not a negative way concerning his cultural background.

F. Respect for other cultures and develop pride in his culture.

V. SKILLS TO BE LEARNED:

A. Writing.

B. Listening and oral communication through class room discussion.

C. How to collect data and analyze it.

D. Group interaction, with the realization that each individual has something valuable to contribute.

E. Compare the individual's cultural background with another and arrive at valid conclusions.

F. To transmit in some manner what the individual has learned. Simply put, turn knowing into doing.

G. To interpret the past in light of the present.

VI. CONTENT GUIDE:

A. Subject Matter.

1. American History.
2. Emphasis on local history.
3. Regional history as it becomes a part of mainstream America.

B. Problems to be solved:

1. To dispel the notion that Appalachian Culture and the Appalachian Region is a remote and isolated spot on the globe.

2. That each individual takes something from the class that he feels will be of benefit to him in his future role in life.

3. To adopt a positive approach, not a negative one to his culture.

4. To strip the sterotyped facade from Appalachia and bring that which is worthwhile to the individual to the front.

5. That Appalachia is a productive source of the nation as can be seen by her human and natural resources.

6. That the individual's status of birth is not an insurmountable obstacle, and that each individual is a useful cog in vast machine that makes up the total culture of the nation.

7. That the end of the school year is not the culmination but merely another planned coup that leads to new dimensions.

8. It has been said in many shapes, forms and sizes, but none have said it better than the Ancient Greek philosopher Socrates:
"KNOW THY SELF"

VII. RESOURCE PERSONS:

A. Mr. Tom Quinton: Collector of antiques that are indigenous of the mountains with a knowledgeable account of the historical background on his collection.

B. The Hon. Phil Landrum: US Congressman and native of Pickens County.

C. Kay Sewell: Teacher of COGS (Class of gifted students) Vast knowledge of music, voice major and singer of ballads from all walks of life.

D. Eliot Wigginton: ? ? ? ?

VIII. INDIVIDUAL PROJECTS:

A. Write a paper on some local event, past or present, that captures your interest.

B. Read and give a review of 3 Appalachian authors. This can be fiction or non-fiction. Each book must have teacher approval.

C. Make a collection of Ballads that are indigenous of the mountain region.

D. Write a ballad about one of the characters in one of the books from the selected bibliography.

E. Write up a group of folk tales that are indigenous of the mountains. (At least five)

F. Make a job survey of the county giving the possibilities of making it your home and what standard of living you hope to achieve.

G. Gather a collection of superstitions that are indigenous of the mountains.

H. Prepare a scrapbook with an introduction as to the purpose of the book and the validity of it.

I. Prepare a thesaurus of words and give three different versions of its usage. (example pik poke, bag, sack)

J. Write a history of: Your Church, Your School, or any other phase of the local community. (Others on approval)

K. Write a history on the development and growth of Georgia Marble Company. (Give its economic benefits of today and the environmental problems connected with it. Give some proposals as to how the ecological problem could be served.

L. Organize a debate, (four persons) on RESOLVED: A COURSE IN APPALACHIAN STUDIES SHOULD BE IMPLEMENTED INTO THE CURRICULUM OF PICKENS HIGH SCHOOL. (Debate must follow the traditional format. Constructive speeches must be at least six minutes and rebuttals at least four).

M. Work up a skit of Appalachian background and present it to the class. This can be around some scene taken from one of the novels, reports, class discussion, or your own creation. Skits must be at least 25 minutes and carry some sequence of events. Reproduction costumes should be used in order to try and capture authentic background.

N. Prepare a list of traits that are indigenous of the mountain people. (Each trait must be documented).

O. Write some poems that reflect life in the mountains.

P. Read Al Capp's L'il Abner for the summer of 1973 on his "Take Off" on Appalachia. Then from what you have learned about the mountain people from reading and class, analyze it and see how much Al Capp knows about Appalachia.

Q. You want to furthur pursue the study of Appalachian Culture. Write a paper on this topic and tell why and where you would go to pursue this course and why you chose that particular place.

R. Any other project that a student may want to do can be done with the approval of the teacher.

IX. EXCURSIONS OR FIELD TRIPS:

A. New Echota, Indian Mounds, and Ft. Mountain. All of these can be made in one day. All are connected with the Cherokee Indians.

B. The Gold museum at Dahlonega, Ga. Also the old gold mine where people still pan for gold.

C. Chickamauga National Military Park.

D. Rabun Gap School? ? ? ? ?

X. AUDIO VISUALS:

A. Slides that I have taken while at Berea. (about 60 total, but will need to be selective of these as some are not related to Appalachia).

B. Films. (Must consult state film catalogue as the school has a contract with the U. of Ga.)

C. Overhead projector of the area of Appalachia for the purpose of getting one's geographic bearings.

D. Have some addresses of film libraries that will have to be reviewed. Some of these are free except for freight. Hopefully some of these will be beneficial as the school does not have a film supply fund.

XI. PROCEDURES FOR BRINGING IN OUTSIDE RESOURCES AND TAKING STUDENTS THROUGH THE COMMUNITY.

A. One week notice to the parties involved plus weeks notice to the principal.

XII. EVALUATION PROCEDURES:

A. Procedure to aid students in measureing his or her progress.

1. Individual or collective conferences with students during my conference period.

2. Five or Ten minutes at the end of each class to discuss projects if there is a need or desire.

3. Every third Friday students will give a brief summary of his advancement on the individual projects.

4. One day each six weeks will be devoted to independent work in the library. This will be worked out in advance with the librarian at school and the county librarian which is only one block from the school.

B. Procedure to ascertain where the pupils are when they begin work.

1. Teacher prepared test on Appalachia.

2. Let students write a short essay on what he thinks Appalachia is.

3. Keep these test until the end of the eighth month, then give an identical test. Evaluate by running a correlation on the two test to see how much the student has absorbed.

4. Write a short essay on: I AM A PRODUCT OF APPALACHIA.

5. Keep the essay and then six months later give the same topic. Evaluate to see if and how behavioral patterns have changed.

# OUTLINE

This outline is designed for the purpose of chronology to be used in my American History course. It is loosely constructed in order that I may insert materials as I continue to do research on Appalachia.

I. The age of discovery and settlement.
   A. Indians, specifically the Cherokee tribe of East Tennessee, Western North Carolina and North Georgia.

   B. Scotch-Irish:
      1. Referals: Tape and notes on Dr. Cratis William's lecture on The History of Appalachia.
      2. An Appalachian Reader, Vol. I by Dr. Drake.
      3. The Annals of Upper Georgia.

   C. Scotch Hilander:
      1. Refer: Hugh T. Lefler: Colonial America
      2. Brownlow, Parson' Brownlow's Book. Use with discretion as there are errors.

   D.

   D. Influence of the Fur Traders.
      1. Abram Woods.
      2. George Croghan.

   E. The Land Speculators.
      1. Knights of the Golden Horseshoe.
      2. Ohio Land Company.
      3. Loyal Land Company.

II. The French and Indian War.
   A. Battle of the Wilderness. 1775
      Frontiersmen saved the British from disaster even though the British were soundly defeated. Said George Washington:
      "We have been shamefully beaten . . . . and had it not been for the Frontiersmen total annihilation would have probably resulted."

   B. Peace of Paris, 1763.
      Closed the frontier beyond the Allegheny mts. by Proclamation of 1763.
   C. Colonial Problems of the West.
      1. Pontiac's Conspiracy.
      2. Defiance of the Proclamation of 1763.
         a. Settlement in Kanawha Valley
         b. Southward movement into Carolina.
            (1) James Robertson.
            (2) John Sevier
            (3) Watauga Association. (1st Written Constitution by Native Americans) 1771.
            (4) Merge of above two 1775. Formed Washington District.

D. 1774 James Harrod leads settlers to Ky.

E. Richard Henderson organized Louisa Co. 1774.
1775 became Transylvania Company.
By Treaty of Sycamore Shoals gave Indians
10 thousand pounds for Transylvania.

IV. Seeds of Revolution.
A. Battle of Saratoga.
B. Battle of Kings Mountain.
C. Important personages.
1. Isaac Shelby.
2. Benjamin Cleveland.
3. John Sevier.

V. John Sevier v. John Tipton.
A. Political fight to establish Frankland or Franklin.
B. Congress would not recognize Treaty of Dumplin Creek of 1785.
Civil war erupted among settlers. Sevier lost and Franklin became part of North Carolina.

VI. Surge of Nationalism.
A. McNairs Stand.
B. Battle of New Orleans.

VII. Moving the Cherokees from Upper Georgia.
A. Gov. Forsythe gets law banning Cherokee "make believe Government."
B. Gold discovered 1829. Mass migration.
C. Writ issued requiring all to get permit to residen in Georgia.
D. Worcester, Butler and Trott challenge the law.
E. Treaty of 1835 finished Indians in Georgia.
F. Joel Chandlier Harris' attitude toward Indians.
"Less than ten worthy ones in the entire nation."
G. General attitude of Georgia might be summed up in the following song.
"All I want in this creation
Is a pretty little wife and a big plantation
A way up yonder in the Cherokee Nation."
H. Gold discovered at White Path.
1. Settlers began moving into Gilmer.
2. Early life.
3. a. Economic.
b. Institutions.
1. Mission Schools.
2. Academies.
3. Old field schools.
c. Religious dedication.
1. Early Churches.
d. Inns or Taverns.

VIII. Storm Clouds gathering.

A. Gov. Brown and Secession.

B. Division of the state.
   1. Home Guard.
   2. Bushwhackers.

C. Hardships during Reconstruction.

D. Conflict continues during Reconstruction.
   1. Discord between Union and Confederate sympathizers.
   2. Struggle for local control.

IX. Appalachia becomes the lost people.
   A. Classical Appalachia.
   B. No outstanding writers to champion the cause of Appalachia.
   C. Farmers, Cities and Liberals had valuable writers to influence movements during this period.
   D. Examples of how writing can influence.
      1. Henry George.
      2. Edward Bellamy.
      3. John B. O'Reilly.
      4. Henry D. Lloyd.
      5. Ida Tarbell.
      6. Upton Sinclair.
      7. The Atlantic, Harper's, Fortune, New Republic and ministers such as Henry W. Beecher.

"Note: Here is where intensive research will be made to bring Appalachia of Pickens County up to date."

E. Appalachia's Romantic Writers.
   1. Mary Murfree.
   2. Elizabeth M. Roberts.

X. The Rise of Organized Labor.
   A. Knights of Labor.
   B. A F L
   C. United Mine Workers. (Molly Maguires)

XI. TVA in the New Deal.
   A. WPA in Pickens County.
   B. PWA in Pickens County.
   C. CCC in Pickens County.

XII. 20th Century Literature.
   A. Wilma Dykeman.
   B. Jesse Stuart.
   C. James Agee
   D. Byron W. Reece.

XIII. Summation of Appalachia in the United States.

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Agee, James. A DEATH IN THE FAMILY: Bantam Books Inc. 7th Printing 1971.

Very much in the style and tradition of Thomas Wolfe. This story portrays the death of a father and the incidents surrounding the family and the effect this death had on the members of the family. The story is told through the eyes of a child whose intellect is far above what the family thinks it is. Even though the boy (Rufus) has a somewhat sheltered life and has been taught to trust grownups he is much more aware of what is going on than the others realize. Strong family ties are presented, yet there is tension between the in-laws because of strong religious faith in Mary and the lack of it in the rest of her family. Also there is a gap between the family of Jay and his wife Mary because of the economic strata to which they were born. Rufus has a difficult time determining between why people can love and hate at the same time.

Arnow, Harriette. THE DOLLMAKER: New York, The Macmillan Co. 1954.

Gertie who loved the soil and homeplace was faced with hardships and in order to be with her husband was forced to move to Detroit. Here she encountered a totally different way of life to that which she was accustomed. This book challenges one to analyze and think of the rugged individualism of the true pioneer spirit. Also, the book brings the reader face to face with reality, making him realize the difficulties of life. While it is not truly naturalized a total world is expressed There is much to be gained from what is not said as much as there is from what is said. Gertie, the central figure can be classified as an extraordinary person in that she can cope with life in innumerable situations.

Blackburn, W.V. TALES OF THE SOUTHERN BLUE RIDGE Privately Printed, 1954.

Paperback about the Indians, gold mining, and how progress has changed the way of life. Also, a few tall tales as related to the author by previous generations.

Cain, Andrew F. HISTORY OF LUMPKIN COUNTY: Atlanta, Stein Printing Co. 1932.

A concise account of the economic, social and political factions of the origin and development of Lumpkin County. Also, gives some of the early settlers and a little of their background. Good account of the gold rush and the removal of the Indians.

Connelly, Thomas L. DISCOVERING THE APPALACHIANS: Stackpole, Books, 1968.

A good guide for touring the Appalachian Mountains, sprinkled with humor, and the individualism of the mountain people and their customs.

Dykeman, Wilma. THE TALL WOMAN: New York: Avon Books, 1971.

A rousing pioneer woman of Tennessee whose influence spanned the entire country. The heroine typifies the American woman in any social strata. The time and setting are not important because any strong willed and strong charactered woman could have the same influence anywhere in American society. Lydia's hardships, even though set in the Tennessee Mountains during and after the Civil War meets daily problems as any strong character would today. She faces hardships, sorrow, and joy. She over comes one trying event after another, but does it with dignity, pride, and an inborn sense of humility. The title is symbolic of Lydia's influence on all the people in which she came into contact. Well written and most enjoyable. Also good for characterization and description.

Dykeman, Wilma. THE FAR FAMILY:

A novel of far reaching consequences. The Thurston family finds themselves involved in an ugly killing of a Negro in a small community of Appalachia. Yet, strong ties, in spite of the harsh words directed at each other, brings the family through the crisis, not unscathed but nevertheless still intact. Even though the family has married and living in far away places, each comes home where their roots, like the day lily is firmly entrenched. By surmounting the conflicts of family life, and the conflict of man and the law, the family is more firmly bound together and their roots more firmly entrenched.

Hewitt, Arthur W. HIGHLAND SHEPHERDS: Chicago: Willett, Clark & Co. 1939.

Weddings, funerals, Baptism, and prayer meetings in the highlands.

Perrow, Eber C. PhD. UNTO THE HILLS: Privately printed. 1955.

Dr. Perrow, a Harvard graduate, gives an account of his journey to Talking Rock, Ga. and how Pickens County Looked upon him. Coming with progressive ideas, he was shunned and considered "peculiar" by the natives. Yet he perservered and brought music into the schools, showed new and scientific ways of farming, and became one of the county's most respected citizens.

Perrow, Eber C. BACKGROUND: 1956.

An account of his boyhood days in the hills of Western part of Virginia, his teaching in Illinois, failure of his health and coming to Pickens County to live in the back mountains for his health. His doctor advised him to seek a peaceful and tranquil place away from city life.

Peterson, Bill. COALTOWN REVISITED:

Ten years of broken promises in Appalachia, 200 years of neglect and exploitation. Appalachia's little people of miners betrayed by the Union, of poor whose hopes were

raised by the rhetoric of Kennedy and the promises of Johnson's "Great Society." Descriptive on life of the poor and keen insight into political corruption.

Reece, Byron H. BETTER A DINNER OF HERBS: New York, E.T. Dutton & Co. 1950.

A fictional account of a young boy who dared to be different. Somehow the book leads me to believe that the author experienced what he wrote, not in his mind but actuality.

Roberts, Elizabeth M. THE GREAT MEADOW.

The great meadow keeps formal history in the back ground. The novel is essentially a study of a woman's place and problems in the wilderness. Diony is the central character, and her problems are those which beset many women in the days of the early settlement. The need for food, shelter, clothes and a husband's carpentry and farming experience. While the novel does not add to knowledge of the settlement of Ky. it does present a picture of life in the wilderness quite differently from that of most writers on the subject. The author tries to give insight The author tries to give insight into the mind of the pioneer woman by means of images and symbols. Also conflict is shown not only between the people, but between the people and nature as well as conflict in the mind of Diony. Nice enjoyable book to read but Dykeman gives a more realistic approach to the pioneer woman.

Roberts, Elizabeth M. THE TIME OF MAN:

This is a novel about a farm. It strikes a nice balance between the sordid and the romantic. Here is the life of the migrant Ky. farmer, unvarnished and plain. Yet, deeper can be seen the springs from which people draw their strength. These people lived in poverty, with little hope of security. But, in their love for the soil and in their fierce independence they find meaning for their lives. The regionalism of this story is but a convenient frame for the depiction of human enduring values.

Roberts, Bruce & Nancy. Where Time Stood Still:

Descriptive insight into the individualistic traits and faith of the mountain people. Shows a new breed who accepted the challenge to survive, blaze America's first frontier, and determination to live life in their own way.

Stanley, Lawrence L. GHOST STORIES FROM THE SOUTHERN MOUNTAINS: PRIVATELY PRINTED.

Of little lit-rary merit. Is only the preservation of certain "haint" and ghost tales as handed down through the generations. Purpose of the book was to preserve some of the author's favorite stories.

Stanley, Lawrence L. A ROUGH ROAD IN A GOOD LAND. Privately Printed, 1971.

A general, but sketchy survey of the History of North Georgia, with particular interest on Gilmer, Pickens, and Fannin counties. The author is careful to point out the parts that are not verified and those that are. Much of the work is documented by records and letters that have been kept in the writer's family.

Sandburg, Carl. THE AMERICAN SONGBAG. New York: Harcourt Brace & Co. 1927.

A collection of real American songs depicting many facets of the American way of life, some devoted to the mountain people in general and some specifically to Ky.

Still, James. RIVER OF EARTH: New York: Popular Library 1940.

Portrays the abject poverty of Appalachia Ky. in the days of the depression. Written in a tatalistic fashion. Shows a good contrast between the father and mother as the father is determined to follow the mines while the mothe r has a deep seated faith in the land and its value. She believes in establishing firm roots while the father thinks that a public job is the road to survival. Subtly shows the continuous strain of life by death and birth at about the same time. Shows that man can and does survive in the most unusual circumstances. Also shows the long memory to a mountaineer whose life has been wronged by another. Life is never finished but the cycle flows on and on like a river.

Stuart, Jesse. TAPS FOR PRIVATE TUSSIE.

Plot is unimportant in this regional romance. Characterization is the story. Displays a great understanding for the people. Stuart's treatment of this region grows out of his deep familiarity with the place and understanding of its people.

Stuart, Jesse. THE THREAD THAT RUNS SO TRUE.

Autobiographical account of Stuart's life from the time he started to school and his teaching career. Good historical account of the rural schools of Ky. during his maturing years. His hate for tyrannical trustees is quite evident. Believes that progress is brought about through education in the sense that one takes his own culture and holds to the right values and enriches that culture with other ideas and values. No culture can progress very far by clinging to the past without building to that past.

Surface, Bill. THE HOLLOW: New York, Coward-McCann Inc. 1971.

A shocking revelation of what it is like to live without hope in a part of the country that includes some 13 states. It also offers a vivid and unforgettable chronicle that covers a week in the life of an eastern Ky. welfare family.

Ward, George G. THE ANNALS OF UPPER GEORGIA

Narrative reminiscances, incidents and general data of upper Georgia. Some good documented accounts but poody put together. Very rambling.

Weatherford, W. D. LIFE AND RELIGION IN SOUTHERN APPALACHIA

An interpretation of selected data from the Southern Appalachian Studies. The church, both clergy and laity dealing with social aspects and heritage of the mountain people.

Weller, Jack, W. YESTERDAY'S PEOPLE.

Reveals the nature of the enigmatic mountaineer, his fears, and anxieties behind the highlander's reticence and stoicism. Weller's belief is that no program for betterment can be expected to succeed unless there is a display of understanding and appreciation of the Southern Highlander and the necessity of preserving his identity.

Wolfe, Thomas: LOOK HOMEWARD ANGEL.

This novel contains two invariable elements. One is a reliance on characters of exceptional brilliance and vitality. The other is the portrayal of a central character who is the sensitive artist isolated in a hostile world.

Warren, Richard L. EDUCATION IN REBHAUSEN:

A case study by Dr. Warren while spending a year's residence in Rebhausen, Germany. Gives a good insight into the daily activities of the village and particular interest is given to the Rebhausen school, grades kindergarten through grade eight. Both students and teachers are treated in an objective manner, that is, as objective as one individual can be about a situation.

Wigginton, Eliot. THE FOXFIRE BOOK: No. 1 and No. 2.

The day to day living of the people of Rabun County Georgia.

This is all the books that I have read on or about Appalachia. Many of these were read the month prior to coming to Berea. Other books will be selected from the handouts and suggested for the librarian to order. Fortunately all these are in my possession or easily accessable. Have also read Stinking Creek but do not have a copy as I borrowed it to read.

PERIODICALS

Farney, D. "Walk the Wild Appalachian Trail" Readers Digest vol. 101 pp. 208-10 Oct. 1972.

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New Republic "Dying Appalachia" vol. 168, p. 11. Mar. 17, 1973.

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Starnes, Richard. "Up for Grabs-Outdoor Kingdom" Field & Stream vol. 71. 8 p. 20, Oct. 1966.